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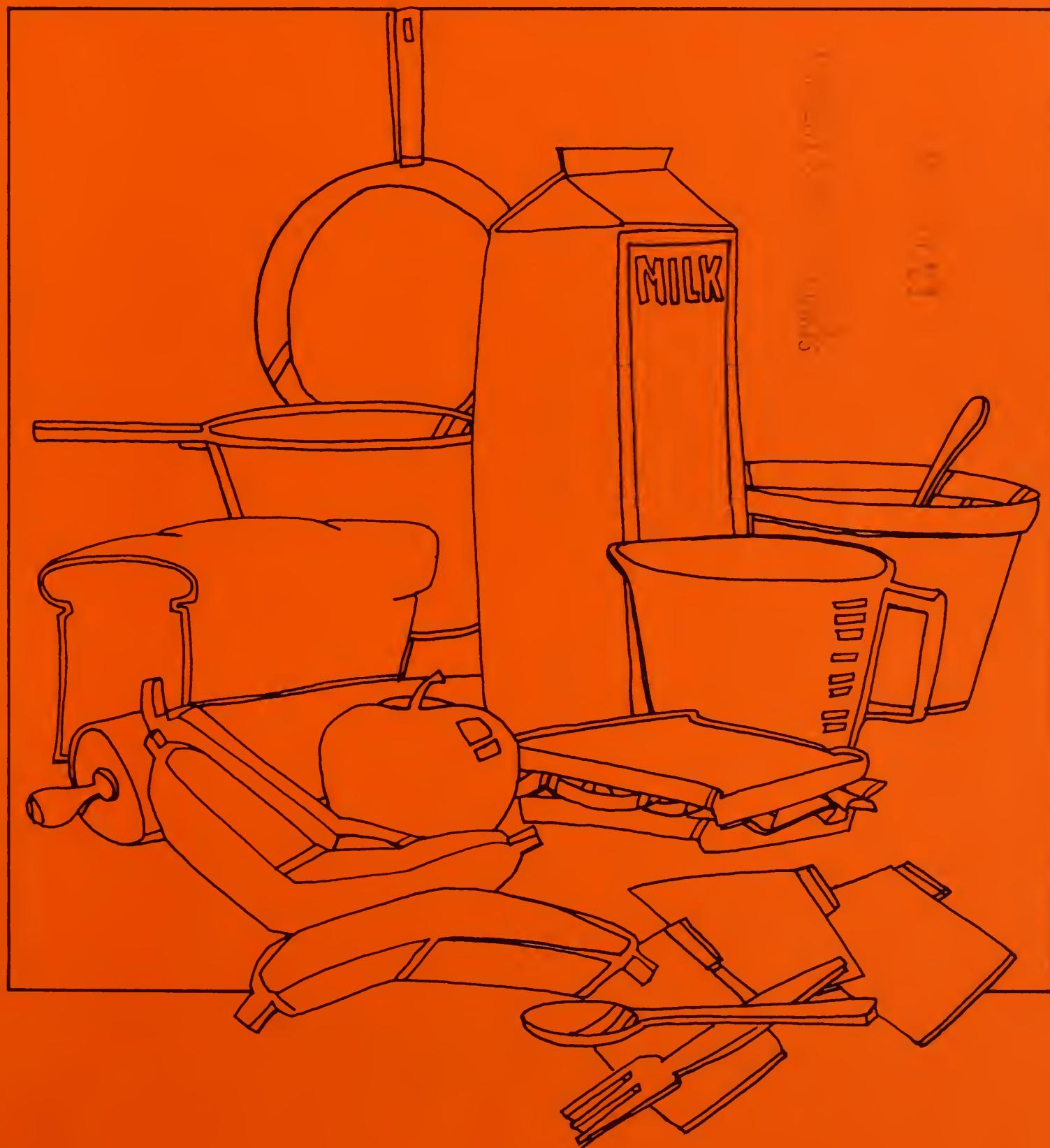
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FNS-64
January 1981

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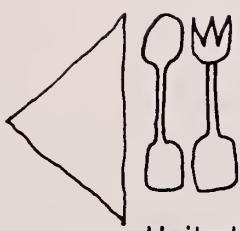
A Planning Guide For Food Service in Child Care Centers

Publ



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A Planning Guide for Food Service in Child Care Centers



United States Department of Agriculture
Food and Nutrition Service
FNS-64

Foreword

This publication has been prepared to help you who are personnel in child care centers and outside-school-hours care centers in the Child Care Food Program plan food service operations. Originally a 3-year pilot project, the program was made permanent by Public Law 95-627 in November 1978.

The Child Care Food Program reimburses child care institutions that serve nutritious food to preschool and school-aged children who are enrolled in organized child care centers. People over 18 years of age who meet the State's definition of mentally or physically handicapped can also participate in the program if they are enrolled in an institution or child care facility where the majority of those served are 18 years of age or younger.

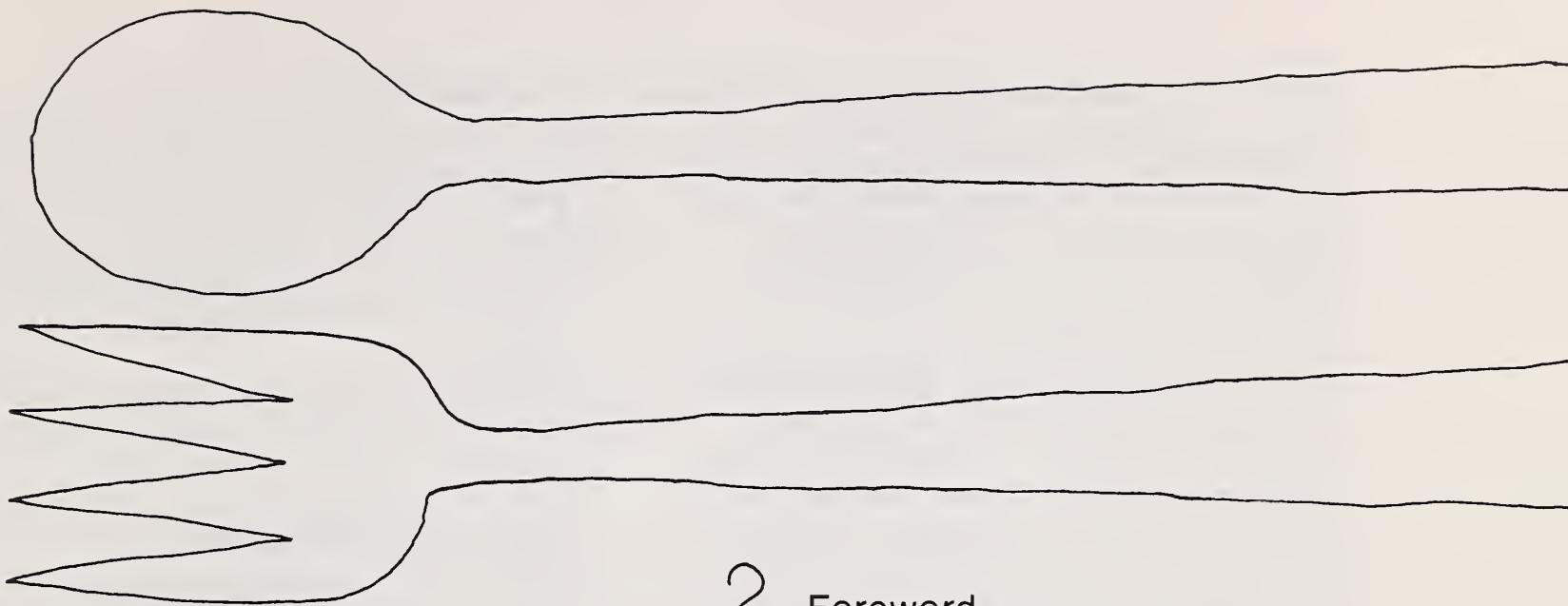
The program is open to any public or private nonprofit institution that is licensed or approved to provide child care services and where children do not stay on a permanent basis. Sponsoring organizations that accept administrative and financial responsibility for program operations in centers or homes need not have child care licensing or approval. Day care centers, settlement houses, neighborhood centers, Head Start centers, and organizations providing day care services for handicapped children are some of the institutions that can participate.

Several Food and Nutrition Service publications are mentioned in the text. Information on where you can get them is on page 27.

Participating centers serving meals that meet program requirements are eligible for cash reimbursement and donated foods or an additional cash payment of equivalent value. Centers also may obtain funds for equipment to initiate, improve, or expand food service programs. These funds may be used for the purchase or rental of equipment for storing, preparing, transporting, and serving food. Any institution that receives funds for equipment must also participate in the food assistance portion of the program.

Participating centers also get technical assistance to plan or implement a food service operation from the State administrative agency or Food and Nutrition Service Regional Office (FNSRO) that administers the program.

Contents



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Planning food for a day

When planning food service for a child care center, you should consider the total daily food needs of children. The combination of meals and snacks (supplements) you serve will vary according to the ages of the children, when they arrive at the center, and how long they stay. Children who come to centers early (before 8 a.m.) and have eaten little food at home need a breakfast or snack soon after they arrive. Young children who stay at the center for 4 to 6 hours should have at least one meal, or a meal and one or more snacks. (However, you cannot serve more than two snacks, one breakfast, one lunch, and one supper on any day to the same group of children.)

Children who spend more than 6 hours at the center should receive additional meals. If the center is open until late in the day, you can also serve supper. Child care centers may serve breakfast, lunch, supper, and both midmorning and midafternoon snacks, or any combination of these. Each center should serve the meal combination that best suits the needs of the enrolled children. Program regulations limit the meal types that outside-school-hours care centers can serve. (See Section 226.20(b)(4) of program regulations, which you can obtain from your administering agency.)

Remember:

Young children need nutritious foods at frequent intervals. Serving food frequently keeps children from becoming overtired and irritable. However, it is important to schedule the food service to allow sufficient time between meals and snacks. For example, if you serve breakfast, schedule the midmorning snack so that it does not dull the children's appetites for lunch. If you serve a late breakfast, a midmorning snack may not be necessary. Program regulations establish minimum intervals between meal services in outside-school-hours care centers. (See Section 226.20(b)(7) of program regulations.)

Meal patterns

Important Notes

- *Children 12 years and older* may need larger quantities of required foods.
- *Milk* always includes whole milk, lowfat milk, skim milk, cultured buttermilk, or flavored milk made from these types of fluid milk that meet State and local standards.
- *Bread* can always be replaced with an equivalent serving of enriched or whole grain rice or pasta or an acceptable bread product made of enriched or whole grain meal or flour. See page 10.
- *At lunch or supper:*
 - You can serve an equivalent quantity of any combination of the foods that are listed under *Meat* and *Meat Alternates*.
 - You must offer at least two servings of different kinds of *Fruits* and *Vegetables*.

Pattern

Breakfast	Children 1 up to 3 years	Children 3 up to 6 years	Children 6 up to 12 years
Milk, fluid	1/2 cup	3/4 cup	1 cup
Juice or fruit or vegetable	1/4 cup	1/2 cup	1/2 cup
Bread and/or cereal, enriched or whole grain			
Bread or	1/2 slice	1/2 slice	1 slice
Cereal: Cold dry or	1/4 cup ¹	1/3 cup ²	3/4 cup ³
Hot cooked	1/4 cup	1/4 cup	1/2 cup

Midmorning or midafternoon snack (supplement)

(Select 2 of these 4 components)			
Milk, fluid	1/2 cup	1/2 cup	1 cup
Meat or meat alternate	1/2 ounce	1/2 ounce	1 ounce
Juice or fruit or vegetable	1/2 cup	1/2 cup	3/4 cup
Bread and/or cereal, enriched or whole grain			
Bread or	1/2 slice	1/2 slice	1 slice
Cereal: Cold dry or	1/4 cup ¹	1/3 cup ¹	3/4 cup ³
Hot cooked	1/4 cup	1/4 cup	1/2 cup

Lunch or supper

Milk, fluid	1/2 cup	3/4 cup	1 cup
Meat or meat alternate			
Meat, poultry, or fish, cooked (lean meat without bone)	1 ounce	1 1/2 ounces	2 ounces
Cheese	1 ounce	1 1/2 ounces	2 ounces
Egg	1	1	1
Cooked dry beans and peas	1/4 cup	3/8 cup	1/2 cup
Peanut butter	2 tablespoons	3 tablespoons	4 tablespoons
Vegetable and/or fruit (two or more)	1/4 cup	1/2 cup	3/4 cup
Bread or bread alternate, enriched or whole grain	1/2 slice	1/2 slice	1 slice

1 1/4 cup (volume) or 1/3 ounce (weight), whichever is less.

2 1/3 cup (volume) or 1/2 ounce (weight), whichever is less.

3 3/4 cup (volume) or 1 ounce (weight), whichever is less.

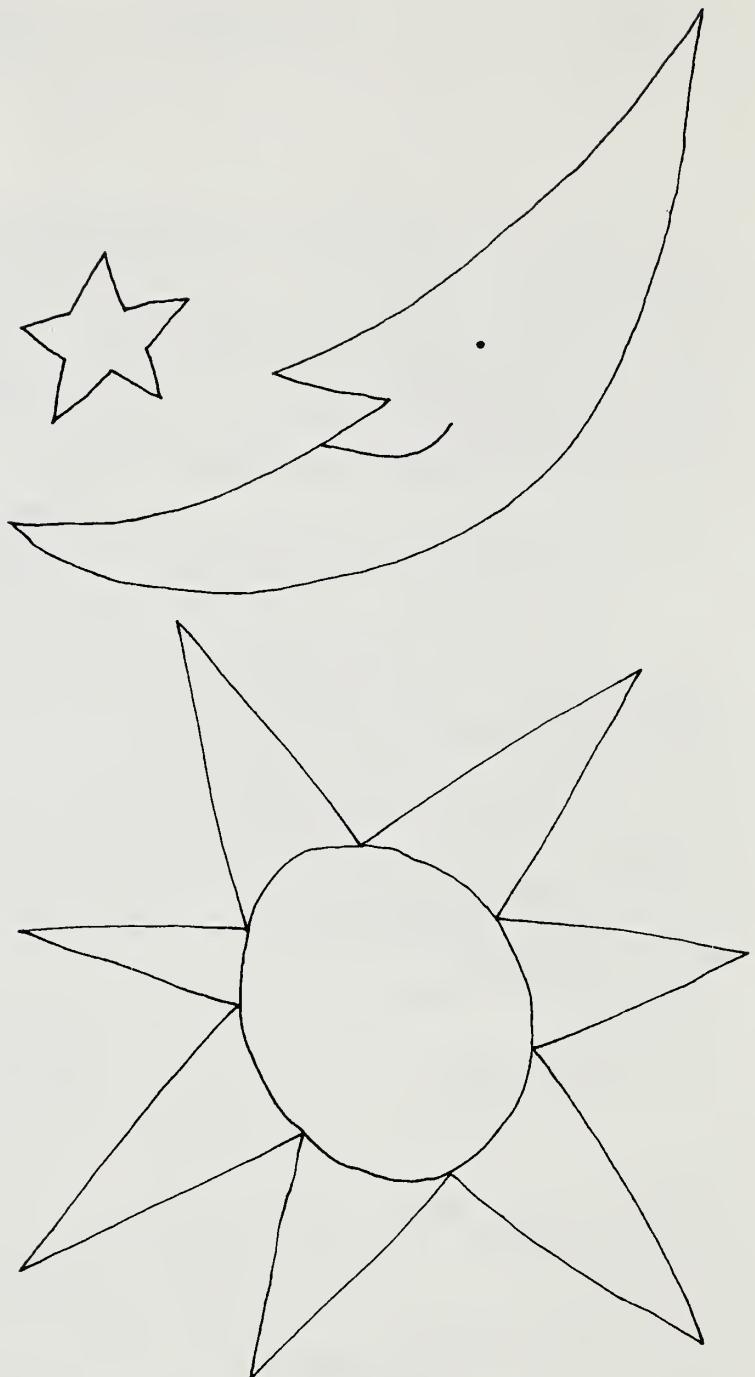
Young children master many skills during their first 6 years, and learning to eat a variety of foods is one of the most important ones. Thus, personnel who are responsible for food service in child care centers should provide children the opportunity to learn to eat and enjoy a variety of nutritious foods.

Since no one food contains all the nutrients in amounts children need for good health, it is important to select a variety of foods to supply all the nutrients children need each day. Meal pattern requirements provide a framework for planning menus that contribute to the nutritional well-being of young children.

As specified in the regulations for the Child Care Food Program, the meals or snacks must contain, as a minimum, the following food components in the amounts that the meal pattern chart indicates.

MILK supplies most of the calcium in meals. It also supplies riboflavin, protein, vitamin A, and other nutrients.

At *breakfast*, you must provide a serving of milk. It may be used as a beverage, on cereal, or as a beverage and on cereal. At *lunch* and *supper* you must serve milk as a beverage, except in certain cases where the administering agency has granted waivers. You may offer children a choice of different types of milk, including whole milk, lowfat milk, skim milk, cultured buttermilk, or flavored milk. They all must meet State and local standards. If you serve lowfat or skim milk, it should be fortified with vitamins A and D. Milk is also a good beverage to use for *midmorning* or *midafternoon* snacks. If you serve only snacks, or a meal and two snacks, it is a good idea, but not mandatory, to include milk in at least one snack. You may use additional milk (fluid, evaporated, or nonfat dry) to prepare soups, puddings, baked products, and other dishes. Additional milk in these items helps improve the nutritional quality of any meal. However, you cannot credit this milk to meet the milk requirement.



MEAT AND MEAT ALTERNATES provide protein, iron, B vitamins (thiamin, riboflavin, niacin), and other nutrients. You must serve a meat, a meat alternate, or a meat and meat alternate combination at *lunch* or *supper* in the amounts the patterns on page 5 specify. You can use a serving of lean meat (beef, pork, lamb, veal), poultry, fish, a serving of cheese, an egg, a serving of cooked dry beans or peas, or the specified quantity of peanut butter to meet this requirement. You can use a combination of any of these foods to meet this requirement. For example, you may serve a peanut butter sandwich and a "deviled" egg as the meat alternate in a meal. Ground meat and cheese (meat and meat alternate) that are com-

bined in a casserole also meet this requirement. These foods are usually served as the main dish at *lunch* or *supper*.

Enriched Macaroni Products with Fortified Protein may be used as one-half of the meat alternate as follows: one part dry macaroni or spaghetti to one part cooked meat, poultry, fish, or cheese. For example, a main dish made with 3/4-ounce dry enriched macaroni product with fortified protein (about 1/4 to 3/8 cup, cooked) and 3/4-ounce cooked meat, poultry, fish, or cheese meets the meat or meat alternate requirement for a child age 3 to 6 years.

You may also use an enriched macaroni product with fortified protein as a bread alternate, but you cannot use it as both a meat alternate and bread alternate in the same meal.

Textured Vegetable Protein Products are allowed as a meat alternate when you mix no more than 30 percent of the hydrated protein products with 70 percent uncooked meat, poultry, or fish.

Cheese Alternate Products may be used in combination with at least an equal amount of natural or processed cheese in a heated or cooked menu item.

To improve children's overall food intake, you should include meat or meat alternates at *breakfast* as often as possible. You may serve eggs, cheese, and peanut butter as they are, or you may use them to prepare breads, like cheese biscuits or peanut butter rolls.

Young children enjoy cheese cubes or sticks, peanut butter on bread or crackers, meat cubes, and other protein-rich foods at snack time. Snacks provide excellent opportunities for introducing unfamiliar meats or meat alternates to young children. You may also use a serving of meat or meat alternate as one of the components of a snack.

VEGETABLES AND FRUITS provide most of the vitamin C and a large share of vitamin A. They also supply iron, other vitamins and minerals, and fiber.

At *breakfast*, a serving of fruit or vegetable, or *full-strength* fruit or vegetable juice is required. Breakfast is an excellent time to serve vitamin C foods. These include citrus fruits and juices, like oranges or grapefruits. (See page 12 for a list of full-strength fruit and vegetable juices.) Other good choices are tomato juice, strawberries, or cantaloupe when they are in season. You can also serve dried fruit. Dried apricots, raisins, and prunes provide variety in menus and are valuable sources of iron. (See the list on page 9 for food sources of vitamins A and C and iron.)

To meet program requirements for *lunch* and *supper* you must serve two or more vegetables or fruits at each meal. Include vegetables and fruits that are good sources of vitamins A and C and iron in at least one meal.

Fruits and vegetables that are easy to prepare and eat are practical to serve. Offer a variety of these foods. Use fresh fruits and vegetables frequently. When you use canned fruits, select ones that are packed in fruit juice, water, or a light sirup, when possible. If you serve fruit or vegetable juice for the *midmorning* or *midafternoon* snack, use full-strength juice. (However, you cannot serve fruit juice if you serve milk as the only other component for the snack.) Juice drinks with at least 50 percent full-strength juice are allowed, but discouraged, because double the volume is needed to meet program requirements. Most juice drinks contain less than 50 percent full-strength juice. Beverages made from fruit-flavored powders and sirups do not meet program requirements.

Snack time is a good time to introduce new vegetables and fruits to children.

For variety, you might want to serve some fruit or vegetable (1/8 cup) with juice and toast for snacks.

ENRICHED OR WHOLE GRAIN BREAD AND CEREALS provide some of the B vitamins, minerals (especially iron), some protein, and calories. Whole grain products supply additional vitamins and minerals, as well as dietary fiber and variety of taste and texture.

At *breakfast*, you must offer a serving of enriched or whole grain bread, a serving of an acceptable bread product made of enriched or whole grain meal or flour, or a serving of enriched or whole grain cereal. (See list of acceptable breads and bread alternates on page 10.) To meet the requirement for 3- to 6-year-old children, you can use a combination of bread and cereal, such as 1/4 slice of bread and about 2 level tablespoons (1/8 cup) of cooked rolled oats. Remember that the meal patterns specify a different serving size for hot cooked cereals than for cold dry cereals.

At *lunch and supper*, you must offer a serving of enriched or whole grain bread. You can meet this requirement with whole grain or enriched bread, or with a serving of an acceptable bread product made with whole grain or enriched meal or flour. A serving of enriched or whole grain products such as enriched macaroni, rice, noodles, spaghetti, corn grits, or bulgur also meet this requirement.

For *midmorning and midafternoon snacks*, if you choose to serve bread you must offer a serving of enriched or whole grain bread or cereal, or an acceptable bread product made of enriched or whole grain meal or flour. Hot breads such as rolls, biscuits, cornbread, muffins, or raisin bread can add variety and appeal, as well as nutrients, to snacks. (For other acceptable breads and bread alternates, see the list on page 10.) Enriched soda and graham crackers also are appropriate to serve to young children as snacks. Although most crackers are made with enriched flour, USDA does not recommend that you use "party" crackers, i.e., snack crackers, onion

crackers, and the like, because it is difficult to determine portion sizes that are equivalent to 1/2 slice of bread. Enriched cookies do not count as bread equivalents at breakfast, lunch, or supper. However, these items are acceptable as snacks. Choose a type of cookie that you may offer in reasonable numbers to meet the minimum requirements for the age group you are serving. USDA recommends that you serve cookies as a part of a snack no more than twice a week.

Formulated Grain-Fruit Products meet the bread or cereal and fruit or juice requirements for breakfasts and snacks. These products must meet nutritional specifications as established by USDA. They are intended for use where kitchen facilities are not available for preparing and serving regular breakfast or snack menus.

You may serve **OTHER FOODS** that are not a part of the meal pattern requirements at all meals. These can help improve acceptability, satisfy children's appetites, and if wisely chosen, can increase the nutritional quality of meals.

A serving of butter or fortified margarine is not required. You may use butter or fortified margarine as a spread or in food preparation to provide additional calories and vitamin A. Go easy on added fat.

Desserts served at *lunch and supper* help meet children's need for energy (calories). Desserts may also help meet other nutritional needs. For example, baked products made from whole grain or enriched flour supply iron and B vitamins. Desserts made from milk furnish calcium along with other nutrients.

You can serve jams, jellies, honey, and sirup occasionally at *breakfast* to add variety. They mainly furnish calories.

Some foods for vitamin A, vitamin C, and iron

Vitamin A

Vegetables	Fruits
Asparagus	Spinach
Broccoli	Squash-winter
Carrots	Sweetpotatoes
Chili peppers (red)	Tomatoes
Kale	Tomato juice, paste or puree
Mixed vegetables	Turnip greens
Peas and carrots	Vegetable juices
Pumpkin	

Vitamin C

Vegetables	Fruits
Asparagus	Peppers, sweet
Broccoli	Potatoes, white
Brussels sprouts	Spinach
Cabbage	Sweetpotatoes
Cauliflower	Tomatoes
Chili peppers	Tomato juice, paste or puree
Collards	Turnip greens
Kale	Turnips
Okra	

Iron

Vegetables	Fruits
Asparagus (canned)	Parsnips
Beans—green, wax, lima (canned)	Peas, green
Bean sprouts	Potatoes (canned)
Beets (canned)	Sauerkraut (canned)
Broccoli	Squash (winter)
Brussels sprouts	Sweetpotatoes
Dark green leafy—beet greens, chard, collards, kale, mustard greens, parsley, spinach, turnip greens	Tomato juice, paste, puree, sauce
	Tomatoes (canned)
	Vegetable juice (canned)

Meat and Meat Alternates

Dried beans and peas
Eggs
Meat in general, especially liver and other organ meats
Peanut butter
Shellfish
Turkey

Bread and Bread Alternates

All enriched or whole
grain bread and bread
alternates

Acceptable bread and bread alternates

Important Notes:

- All products must be made of whole grain or enriched flour or meal.
- Serving sizes listed below are specified for children under 6 years of age.
- A "full" serving (defined below) is required for children 6 years of age and older.
- USDA recommends that cookies be served in a snack no more than twice a

week. They may be used for a snack only when:

- whole grain or enriched meal or flour is the predominant ingredient as specified on the label or according to the recipe; and
- the total weight of a serving for children under 6 years of age is a minimum of 18 grams (0.6 oz.) and for

Group I

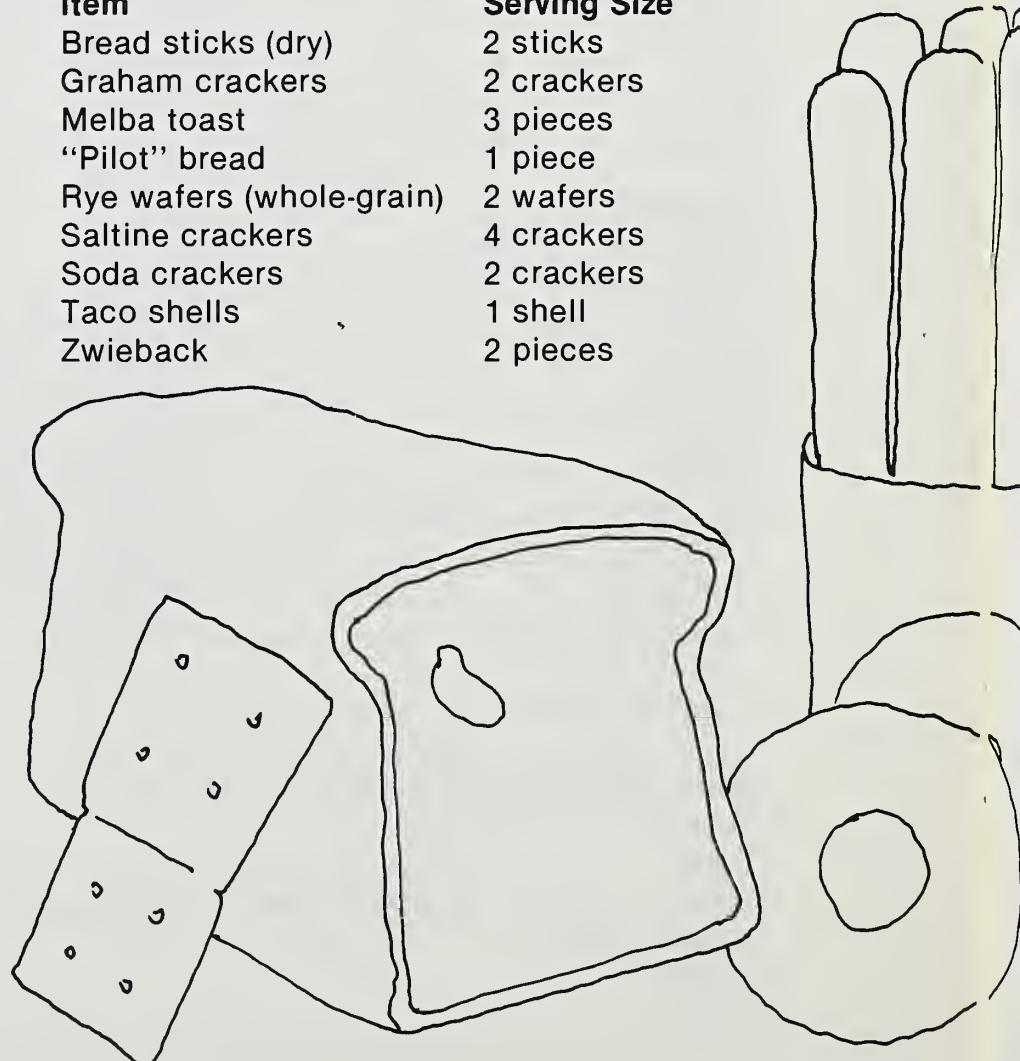
When you obtain these items commercially, a *full* serving should have a minimum weight of 25 grams (0.9 ounces). The serving sizes specified below should have a minimum weight of 13 grams (0.5 ounces).

Item	Serving Size
Bagels	1/2 bagel
Biscuits	1 biscuit
Boston brown bread	1/2 serving
Buns (all types)	1/2 bun
Cornbread	1 serving
Doughnuts (all types)	1/2 doughnut
English muffins	1/2 muffin
French or Vienna bread	1/2 serving
"Fry" bread	1/2 piece
Italian bread	1/2 serving
Muffins	1/2 muffin
Pretzels, Dutch (soft) twisted	1 pretzel
Pumpernickel	1/2 slice
Raisin bread	1/2 slice
Rolls (all types)	1 roll
Rye bread	1/2 slice
Salt sticks	1/2 stick
Stuffing (bread)	1/2 serving
Sweet rolls	1/2 roll
Syrian bread (flat)	1/2 section
White bread	1/2 slice
Whole wheat bread	1/2 slice

Group II

When you obtain these items commercially, a *full* serving should have a minimum weight of 20 grams (0.7 ounces). The serving sizes specified below should have a minimum weight of 10 grams (0.4 ounces).

Item	Serving Size
Bread sticks (dry)	2 sticks
Graham crackers	2 crackers
Melba toast	3 pieces
"Pilot" bread	1 piece
Rye wafers (whole-grain)	2 wafers
Saltine crackers	4 crackers
Soda crackers	2 crackers
Taco shells	1 shell
Zwieback	2 pieces



- children over 6 years, a minimum of 35 grams (1.2 oz.).
- To determine serving sizes for products in Group I that are made at child care centers, refer to "Cereal products" in FNS-86, "Quantity Recipes for Child Care Centers."
 - Doughnuts and sweet rolls are allowed as a bread item in breakfasts and snacks only.

- French, Vienna, Italian, and Syrian breads are commercially prepared products that often are made with unenriched flour. Check the label or manufacturer to be sure the product is made with *enriched* flour.
- The amount of bread in a serving of stuffing should weigh at least 13 grams (0.5 ounces).

Group III

When you obtain these items commercially, a *full* serving should have a minimum weight of 30 grams (1.1 ounces). The serving sizes specified below should have a minimum weight of 15 grams (0.6 ounces).

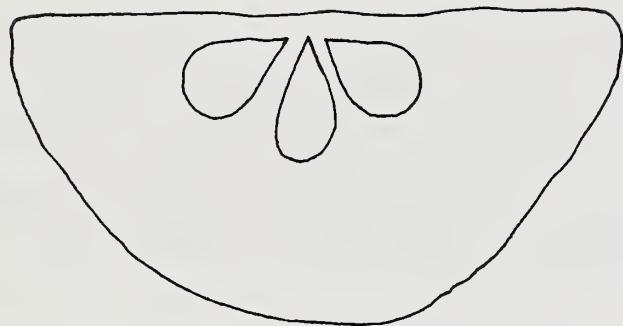
Item	Serving Size
Dumplings	1/2 dumpling
Hush puppies	1/2 serving
Meat or meat alternate pie crust	1/2 serving
Meat or meat alternate turnover crust	1/2 serving
Pancakes	1/2 pancake
Pizza crust	1/2 serving
Popovers	1/2 popover
Sopapillas	1/2 serving
Spoonbread	1/2 serving
Tortillas	1 tortilla
Waffles	1/2 serving

Group IV

When you serve these items, a *full* serving should have a minimum of 1/2 cup cooked product. The serving sizes specified below are the minimum *half* servings of cooked product.

Item	Serving Size
Bulgur	1/4 cup
Corn grits	1/4 cup
Macaroni or spaghetti	1/4 cup
Noodles	1/4 cup
Rice (white or brown)	1/4 cup

Planning menus



Suggested finger foods

Apple wedges
Banana slices
Berries
Cabbage wedges
Carrot sticks
Cauliflowerets
Celery sticks*
Cheese cubes
Dried peaches
Dried pears
Fresh peach wedges
Fresh pear wedges
Fresh pineapple sticks
Grapefruit sections (seeded)
Green pepper sticks
Meat cubes
Melon cubes
Orange sections
Pitted plums
Pitted prunes
Raisins
Tangerine sections
Tomato wedges
Turnip sticks
Zucchini sticks

* May be stuffed with cheese or peanut butter

Full-Strength fruit and vegetable juices:

Apple	Pineapple
Grape	Prune
Grapefruit	Tangerine
Grapefruit-orange	Tomato
Orange	

Any blend or combination of the above juices is acceptable.

Creative menu planning calls for originality, imagination, and a spirit of adventure. Plan menus that are appealing, economical, and suited to available facilities and personnel, and plan the menus for the children that you serve. Investigate the ethnic and cultural background of program participants and try to include foods that will be acceptable to the groups you are serving.

Plan menus 2 weeks to a month ahead of the time that you will serve them. You need to plan them this far in advance to accurately purchase food, control costs, and schedule food preparation.

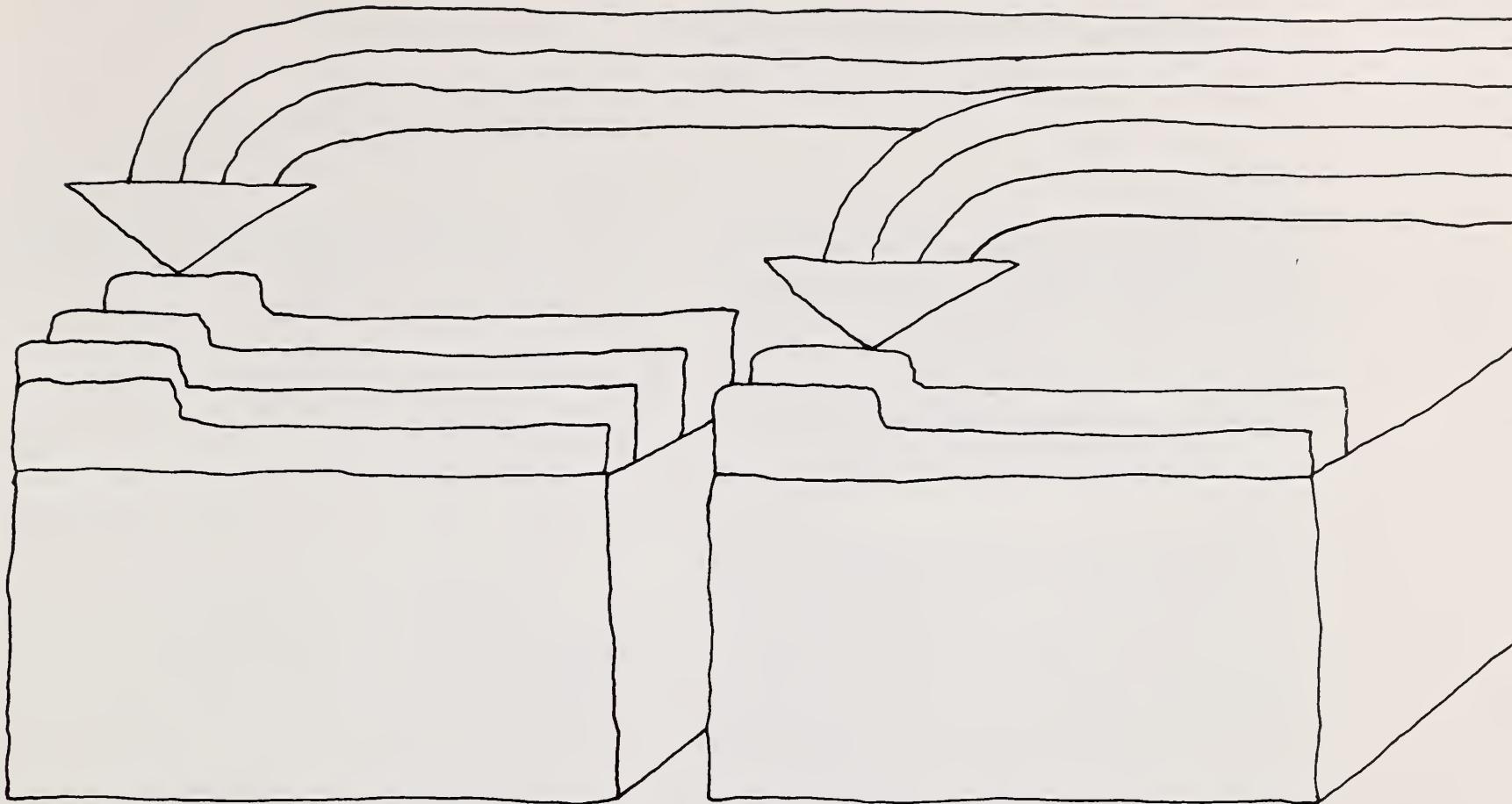
Cycle menus lasting 2 or 3 weeks are one way to provide variety and avoid repetition in food service. The cycle does not always have to begin on the first day of the week. Beginning the menu cycle on Wednesday, Thursday, or any other day is just as acceptable and helps avoid having the same menu on the same day of each week.

APPETITE APPEAL

Variety is the key to appetizing meals for children and adults alike. The food you serve should have *variety*: in *form* (cooked and raw), *size and shape* (round, sticks, cubed, etc.), *color*, *texture* (crisp and soft), and *flavor* (strong or mild, sweet or sour). Also, plan for a variety of components for the snacks. See menus on page 16 for ideas.

Serve foods in forms young children can manage easily, such as bite-sized pieces. Serve "finger foods"—vegetable sticks or wedges of fresh fruit—often. Foods they can pick up with their fingers are easy to handle.

Try to include foods with contrasting colors. The natural red, green, and orange colors of fruits and vegetables add eye appeal. Colorful foods should be used in combination with those of little color. Mashed potatoes, green beans, carrot sticks, and tomato wedges make an appealing color combination.



In a hot meal, try to include at least one cold food. In a cold meal, try to include at least one hot food.

Use crisp, firm foods in combination with soft, creamy ones.

Use a combination of mild flavors with strong ones.

Strong-flavored vegetables, such as broccoli, cabbage, and kale, may not be popular with young children. Serve these vegetables only occasionally and in small amounts.

Include food combinations that are most acceptable to children.

Plan special menus for national holidays, children's birthdays, and other special days at the center.

Plan to use foods in season. Most fresh fruits and vegetables are plentiful during summer months. This is a good time to serve these foods.

Consider regional, cultural, and personal food preferences of children when planning menus.

Try to have the menus reflect children's food preferences, not just the personal preferences of the menu planner.

Avoid:

- Serving the same food on consecutive days; for example, ground beef in meatloaf on Monday and in "Sloppy Joes" on Tuesday.
- Serving the same food on the same day of the week. Every Monday should not be "soup and sandwich day" and every Friday should not be "fish day."
- Preparing two foods in the same way in the same meal; for example, chicken a la king and creamed corn.
- Preparing foods in the same way each time they are served.

FOOD COST

Most centers have a limited amount of money they can spend for food in a given period—a month, for example. The food service manager has the responsibility of staying within this limit while planning appetizing and nutritious meals. Here are some tips on controlling food costs.

Recipes

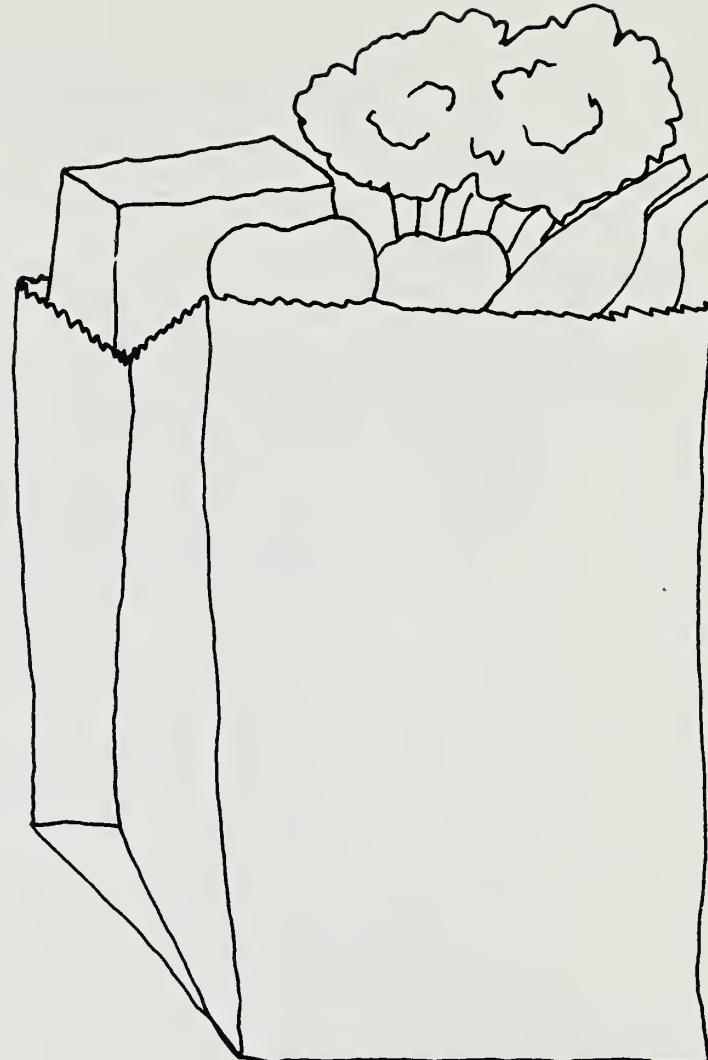
Use recipes that yield a given amount of a good quality product. A file of such recipes (standardized recipes) that are adjusted to provide the number of servings required in the center is basic to cost control. The file should include the quantities of fresh and processed foods—vegetables and fruits for example—that provide the required servings. A source of recipes is FNS-86, "Quantity Recipes for Child Care Centers."

Cost comparisons

Calculate how much it costs to serve the foods in the file of recipes. Estimates that you base on the cost of the main ingredients, not counting the cost of seasonings, are accurate enough for planning purposes. Recalculate the cost of recipes only when there is a big change in the price of a major ingredient. You can then compare the cost of foods in different recipes. For example, you can compare the cost of spaghetti and meatballs with the cost of turkey and dressing, and a half orange with a glass of orange juice. Also, you can estimate the cost of the total menu. If this cost is too high for the food budget, you can replace some of the foods in the menu with less expensive ones.

Finding bargains

Make maximum use of USDA-donated foods. Find out from your State agency if donated foods are available in your State. If they are, the State agency may refer you to the State distributing agency. In most States, the distributing agency will tell you which donated foods are available.



Once you receive supplies, include these foods daily or weekly on menus (depending on quantities). Use foods that are in plentiful supply on the local market to help keep your food costs low. Check food prices frequently with local vendors to determine the cost of foods. Plan to use those foods on the menu that are a bargain locally.

FACILITIES

Plan meals that you can prepare and serve with the facilities and equipment that are available.

Consider the oven, surface-cooking, refrigeration, and freezer space. Consider the numbers and kinds of serving tools and dishes that you have available to serve each meal.

For help in planning kitchen facilities, see "Food Service Equipment Guide for Child Care Institutions."

Suggested menus for young children

PERSONNEL

Plan meals that your employees can prepare in the allowed time.

Consider the amount of hand preparation you need for each menu.

Schedule employees' time so that you can use their particular skills to best advantage.

Balance the workload from day to day and week to week.

MENU PLANNING—THE TOTAL JOB

Good menu planning goes beyond the listing of specific foods that you include in daily meals. A menu planning worksheet can help simplify the total job.

Keep daily records of the menus served. Design a worksheet to record the menus that you have planned. (See sample worksheets, pages 30-33.)

Select the specific recipes you use to prepare the different menu items.

Determine the serving size you need.

Evaluate the menus from the standpoint of meeting meal requirements, as well as requirements for quality and quantity.

Estimate the number of meals you will prepare.

Adjust the recipes you select to provide the necessary number of servings.

Calculate the amounts of food you need for the total number of meals you will serve with the help of this publication and FNS-108, "Food Buying Guide for Child Care Centers."

Calculate the cost of the meals.

Prepare purchase orders relative to food inventories.

Schedule production time and develop work schedules.

Remember:

A key to good management is to carefully and systematically plan menus well in advance.

Important Notes

■ These menus are based on meal requirements for children from 3 to 6 years of age. For amounts of food to serve other children, see page 5.

■ For recipes to prepare these menus that meet program requirements, see FNS-86, "Quantity Recipes for Child Care Centers."

■ Make cocoa with fluid milk: whole, skim, or lowfat.

■ Rolls, breads, muffins, cookies, and crackers must be made with enriched flour.

■ You may meet the meat or meat alternate requirement by serving an equivalent quantity of any combination of foods that are listed under Meat and Meat Alternates.

■ Where amounts of a food are not specified, you may use any amount. Try serving a small amount for learning purposes.

Suggested menus for young children

Pattern	1st Day	2nd Day
BREAKFAST Juice or fruit or vegetable Cereal or bread or bread alternate Milk Other foods	 <div style="border: 1px solid black; padding: 5px;"> Orange juice—1/2 cup Toast—1/2 slice Milk—3/4 cup Baked scrambled egg—2 tbsp. </div>	 <div style="border: 1px solid black; padding: 5px;"> Sliced banana—1/2 cup Cornflakes—1/3 cup Milk—3/4 cup </div>
A.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	 <div style="border: 1px solid black; padding: 5px;"> Milk—1/2 cup Cinnamon toast—1/2 slice </div>	 <div style="border: 1px solid black; padding: 5px;"> Tomato juice—1/2 cup Cheese stick—1/2 oz. </div>
LUNCH OR SUPPER Meat or meat alternate Vegetables and fruits (two or more) Bread or bread alternate Milk Other foods	 <div style="border: 1px solid black; padding: 5px;"> Meat loaf—1 slice (1-1/2 oz. meat) Green beans—1/4 cup Pineapple cubes—1/4 cup Bread—1/2 slice Milk—3/4 cup </div>	 <div style="border: 1px solid black; padding: 5px;"> Baked chicken—(1-1/2 oz. meat) Mashed potatoes—1/4 cup Peas—1/4 cup Carrot stick Roll—small Milk—3/4 cup </div>
P.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	 <div style="border: 1px solid black; padding: 5px;"> Mixed fruit juice—1/2 cup Peanut butter sandwich—1/4 </div>	 <div style="border: 1px solid black; padding: 5px;"> Milk—1/2 cup Oatmeal cookie—1 </div>

3rd Day

Apricot halves—1/2 cup
Whole wheat toast—1/2 slice
Cocoa—3/4 cup



Fruit cup—1/2 cup
Hard cooked egg—half
Toast—1/2 slice
Milk—3/4 cup



Grapefruit sections—1/2 cup
Rolled oats—1/4 cup
Milk—3/4 cup



Milk—1/2 cup
Dry cereal—1/3 cup



Pineapple juice—1/2 cup
Toasted raisin bread—1/2 slice



Grape juice—1/2 cup
Enriched soda crackers—2
Peanut butter



Chicken vegetable soup—1/2 cup
(1 oz. meat, 1/4 cup vegetable)
Peanut butter and jelly sandwich—1/4
(1 tbsp. peanut butter)
Green pepper stick
Sliced peaches—1/4 cup
Milk—3/4 cup



Lean beef patty—1-1/2 oz.
Carrots—3/8 cup
Apple wedge—1/8 cup
Whole wheat bread—1/2 slice
Milk—3/4 cup
Chocolate pudding—2 tbsp.



Fish sticks—3 (1-1/2 oz. fish)
Spinach—1/4 cup
Fresh pear half—1/4 cup
Corn bread—1 square
Milk—3/4 cup



Apple juice—1/2 cup
Cheese toast—1/2 slice



Milk—1/2 cup
Peanut butter cookie
Turnip stick



Milk—1/2 cup
Rolled wheat muffin—1/2
Cauliflowerets

Suggested menus for young children

Pattern	6th Day	7th Day
BREAKFAST Juice or fruit or vegetable Cereal or bread or bread alternate Milk Other foods	 Apple juice—1/2 cup Cheese toast—1/2 slice Milk—3/4 cup	 Orange juice—1/2 cup Enriched English muffin—1/2 Milk—3/4 cup
A.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alter- nate (including cereal)	 Pineapple juice— 3/8 cup Carrot sticks—3 Whole grain rye wafers—2	 Dry cereal—1/3 cup w/banana slices Milk—1/2 cup
LUNCH OR SUPPER Meat or meat alternate Vegetables and fruits (two or more) Bread or bread alternate Milk Other foods	 Swiss steak cubes— 1/4 cup (1-1/2 oz. meat) Mixed vegetables— 1/4 cup Orange sections— 1/4 cup Rice—1/4 cup Milk—3/4 cup	 Macaroni, cheese and ham casserole— 1/3 cup (1-1/2 oz. meat and cheese) Cabbage—1/4 cup Fresh fruit cup— 1/4 cup Bread—1/2 slice Milk—3/4 cup
P.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alter- nate (including cereal)	 Milk—1/2 cup Raisin bread—1/2 slice	 Tomato juice—1/2 cup Whole wheat muffin— 1/2 muffin

8th Day**9th Day****10th Day**

Sliced peaches—
1/2 cup
Corn grits—1/4 cup
Milk—3/4 cup

Applesauce—1/2 cup
Scrambled egg—2 tbsp.
Whole wheat toast—
1/2 slice
Cocoa—3/4 cup

Tomato juice—1/2 cup
Farina—1/4 cup
Milk—3/4 cup

Apple juice—
1/2 cup
Toast—1/2 slice

Orange juice—1/4 cup
Muffin—1/2 muffin
Raisins—1/4 cup

Milk—1/2 cup
Enriched soda
crackers—2
Peanut butter

Baked liver—1-1/2 oz.
Green beans—
1/4 cup
Tomato wedge—1/4 cup
Bread—1/2 slice
Milk—3/4 cup

Spaghetti and meat
sauce—1/2 cup
(1-1/2 oz. meat)
Peas—1/4 cup
Green salad—
1/4 cup
French bread—
1/2 slice
Milk—3/4 cup

Salmon loaf—1 piece
(1-1/2 oz. fish)
Boiled potatoes—
1/4 cup
Broccoli—1/4 cup
Roll
Milk—3/4 cup

Milk—1/2 cup
Vanilla cookie—1

Milk—1/2 cup
Cinnamon toast—
1/2 slice

Fresh fruit cup—
1/2 cup
Cornmeal cookie—1

Tips on food purchasing

Getting the most for the food dollar takes careful planning and buying experience. Careful use of food buying power will not only help control food cost but also reduce waste and help upgrade the quality of meals.

Success in food buying means getting foods of good quality in the proper quantities at the best possible prices.

Quantities to buy depend on the number of children attending the center, the menus and recipes you use, the amount and kind of storage space you have available, the inventory on hand, the perishability of the food, and the length of time the order will cover.

WHERE TO BUY

■ Check the food companies (vendors) or stores in the area.

Which offers foods that you use frequently? Which offers the service you need—prompt and frequent delivery, credit, discounts? Which offers quality food at a reasonable price?

■ Buy from suppliers that provide the best quality food at the most reasonable prices.

■ Follow a strict code of business ethics when purchasing foods for the center.

Know what the food suppliers expect, and let them know what you expect of them.

WHAT TO BUY

How you plan to use the food determines the form and quality you should buy. Consider products' style, type, size, count, container, and packaging medium. Read labels. Know what the product is and inspect it before you buy it and upon delivery. Whenever possible, buy foods that are federally graded.

■ Buy federally inspected meats and poultry. Government inspection insures that meat and poultry were produced from animals or fowl that were free from disease at the time of slaughter and were prepared under strict sanitary conditions.

■ Purchase only pasteurized, Grade A milk and milk products.

■ Purchase federally inspected seafoods whenever possible. This assures top quality products.

■ Purchase bread and pastry that is properly wrapped or kept in paper-lined containers with covers to keep bread and pastry fresh and wholesome.

■ Purchase frozen foods that have been kept hard frozen. Do not accept delivery of frozen foods that are, or have been, thawed or partially thawed.

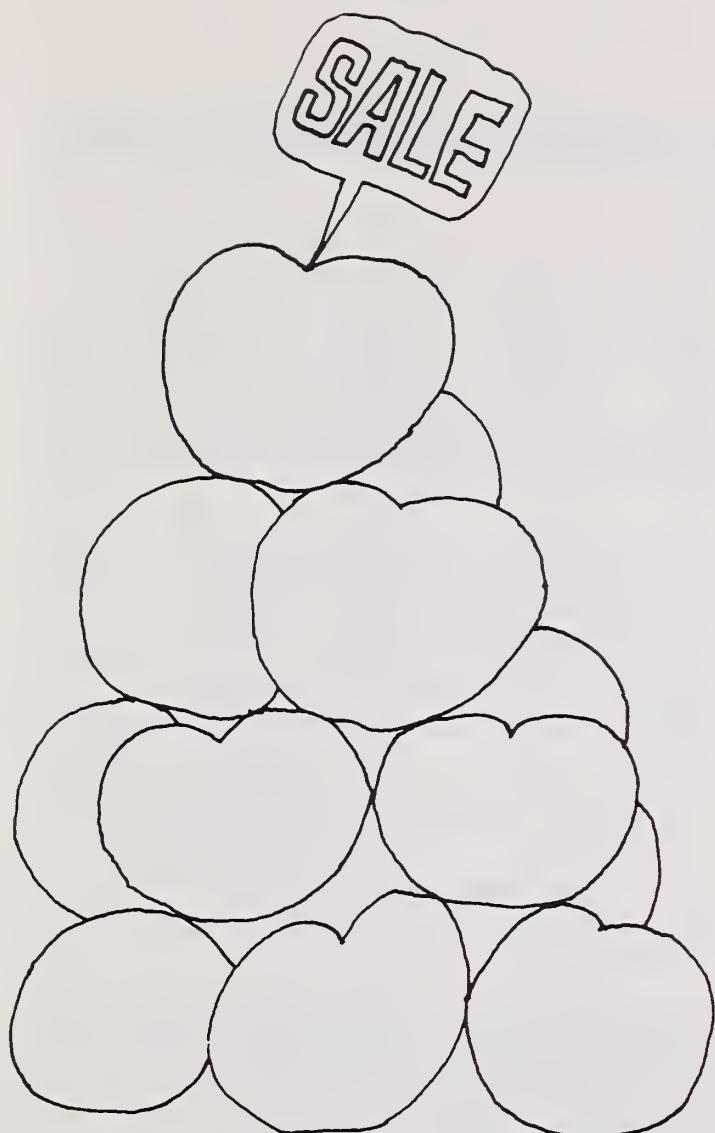
■ Purchase perishable foods that have been kept under refrigeration. Develop standards for all food purchases. Standards describe the food to be purchased. State or write clear standards for each food item you order. Let the vendor know the standards. Once you receive the order, check to see that the food meets the standards.

HOW MUCH TO BUY

■ Calculate the quantities of food you need to serve the children and adults eating at the center.

■ Consider the number of servings per pound or per can for each item you will purchase. Select those food items that best suit your needs.

■ Remember storage facilities. Buy only quantities that you can store properly. Consider food's "keeping" qualities in relation to storage facilities you have available. Buy those that best fit the situation.



Food preparation

Serving acceptable and nutritious foods depends not only on good planning, selection, and storage of food, but also on how you prepare and cook it.

The key to good food preparation is to carefully follow standardized recipes. A standardized recipe specifically describes the amount of ingredients and the method of preparation you need to consistently produce a high-quality product. You will need to make sure that your recipes meet the program meal requirements.

FOOD PREPARATION TIPS

WHEN TO BUY

■ Decide when to buy each type of food. Purchase bread and milk daily. You should buy perishable foods, such as meat, fish, poultry, fresh and frozen produce, for daily delivery. If you have enough storage space, two deliveries a week may be adequate. Purchase canned foods and staple groceries monthly or twice monthly, depending on storage space.

KEEP RECORDS OF FOOD PURCHASES

Record the date you ordered the food, the date you received it, its condition on arrival, when you used it, and how much you used. Be sure to record the price you paid. These records can be a help in planning future purchases and menus.

Remember:

The food you serve can only be as good as the quality of the foods you purchase.

FOOD PREPARATION TIPS

- Trim fresh fruits and vegetables carefully to conserve nutritive value. Remove damaged leaves, bruised spots, skins, and inedible parts. You lose nutrients when tissues are bruised. To avoid bruising, use a sharp blade when trimming, cutting, or shredding.
- Cook vegetables only until they are tender and in just enough water to prevent scorching.
- Cook root and tuber vegetables in their skins to help retain their nutritive value.
- Serve the liquid from cans, or use it in gravies, soups, gelatin, and the like to get full nutritive value from canned fruits and vegetables.
- Cook meat, fish, and poultry according to the cut or type that you purchased. The less expensive cuts and grades of lean meat contain as much food value as higher priced ones. The cheaper cuts require greater skill in cooking and seasoning to be acceptable.
- When you roast meat and poultry, skim fat from drippings before making gravies. When you stew meat, skim the fat from the broth and use the broth in soups. This will have some nutrients that you otherwise would lose during cooking.
- Avoid cooking cereals in too much water. You waste valuable nutrients when you drain off the cooking water and rinse the cereals.

Sanitation

Sanitation is one of the most important aspects of good food service. One error or one instance of carelessness can cause the spread of a disease with drastic consequences.

Just as it is important to feed children nutritious, body-building meals, it is equally important that the meals be free from substances that may cause illness. Nutrition and sanitation must go hand-in-hand in any good food service operation. Consider sanitation when you select, store, and serve food.

GOOD SANITATION REQUIREMENTS:

Clean utensils and equipment.

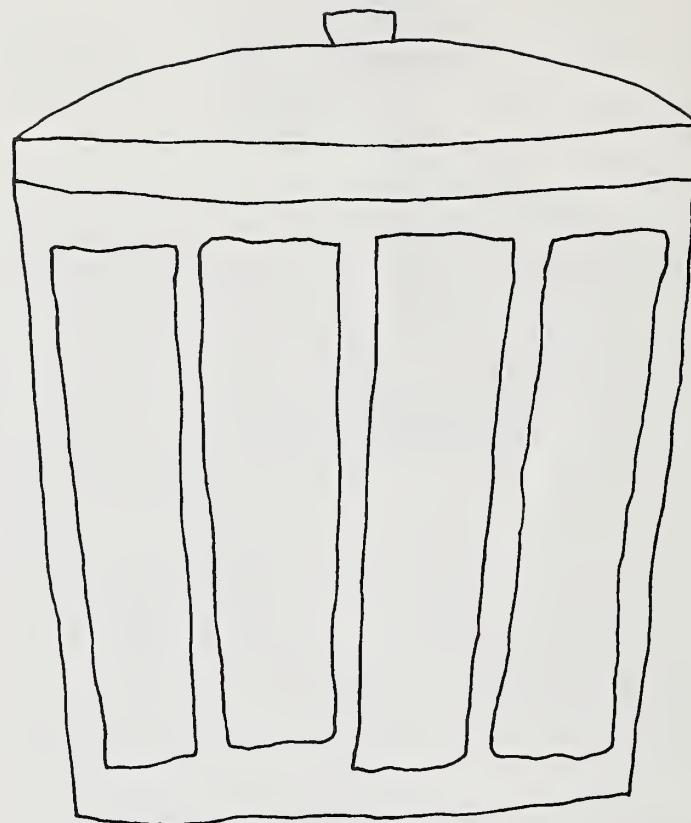
- Be sure all eating and drinking utensils are properly handled. Do not touch surfaces on which food is served or surfaces which come in contact with the mouth.
- Do not use cracked or chipped utensils and dishes.
- Keep all appliances and equipment clean and in good working order.
- Use only dishwashing equipment that meets local health agency regulations.
- Request that local health and fire departments inspect center facilities at least once a year.

Clean and wholesome food.

- Purchase foods such as pasteurized milk, inspected, stamped meat, and government-approved shellfish to help insure food safety.
- Examine food when it is delivered to make sure it is not spoiled, dirty, or contaminated with insects.

Correct storage and cooking temperatures.

- Use food supplies on a "first in, first out" basis. Store foods so you use older supplies first. This helps prevent spoilage.
- Protect foods such as flours, cereals, cornmeal, sugar, dry beans, and dry peas from rodents and insects by storing these foods in tightly covered containers.



- Keep cold foods cold (45°F or below) and keep hot foods hot (cook and hold at 140°F or above).
- Don't overload containers for heating and cooling. Use shallow pans so food will heat or cool quickly.
- Throw out portions of foods that are served but not eaten.

Clean and healthy workers.

- Be sure that all food service workers meet the health standards set by local and State health authorities.
- Do not let people with infected cuts or sores, colds, or other communicable diseases prepare or serve food.

Safe food handling practices.

- Wash your hands thoroughly with soap and water before handling foods or utensils. Repeat after every visit to the restroom.
- Wash your hands, utensils, and work surfaces thoroughly after contact with raw eggs, fish, meats, and poultry.
- Thoroughly wash all fruits and vegetables you serve raw, such as lettuce, celery, carrots, apples, and peaches.
- Cook foods properly, following standardized procedures and recipe directions.

Make mealtime a happy time

Feeding young children can be fun if you know:

- What foods children should have.
- How to bring children and foods together happily.

Pleasant eating experiences are as important as nutritious foods. They provide pleasant associations with food and eating. Food habits and attitudes that form during the preschool years remain with most people throughout life.

- Try to understand each child's personality and reaction to foods.
- Children need to do as much for themselves as they are able to do. First efforts may be awkward, but encourage them. These efforts are a step toward growth.
- Children may be in no hurry to eat once the first edge is taken off their hunger. They do not have adults' sense of time. Urging them to hurry may spoil their pleasure in eating.
- Most 1-year-old children can handle bite-sized pieces of food with their fingers. Later they can handle a spoon by themselves. Since they are growing slower than infants, they may be less hungry. They may be choosy and refuse certain foods. Don't worry or force them to eat. Keep on offering different foods.
- Sometimes children 3 to 6 years old go on food "jags." They may want two or three servings of one food at one meal. Given time they will settle down and eat a normal meal. The overall pattern from week to week and month to month is more important.

INTRODUCING NEW FOODS

Introduce only one new food at a time. Offer a very small amount at first, at the beginning of the meal, so that children may become used to new flavors and textures. Allow plenty of time for children to look at and examine the foods.

Do not try to introduce a new food when children do not feel well or are cross and irritable. If you offer a new food and children

turn it down, don't make a fuss. Offer the food again a few days later. If children do accept a new food, let them try it again soon so they can become familiar with it.

ENCOURAGING FAVORABLE FOOD

ATTITUDES AND GOOD EATING HABITS

- Use a bright, attractive, well-ventilated, and comfortable room for serving meals.
- Have a physical setting—tables, chairs, dishes, glasses, silverware, and serving utensils—that suits young children.
- Provide a quiet time just before meals so that the atmosphere can be friendly and relaxed at mealtime.
- Encourage children to participate in the food service by setting the table, by helping to bring the food to the table, or by cleaning their own space after eating.
- Avoid delays in food service so the children will not have to sit and wait.
- Set a good example. Young children sense adult attitudes toward food.
- At the table, create an atmosphere of acceptance and respect for each child so that the meal will be both nutritionally and emotionally satisfying.
- Serve foods family style. An adult should eat at the table with the children. Children should be encouraged to take second helpings, if that is necessary to insure that they get all the required quantities.
- Arrange foods on plates to make meals nutritious, interesting, and attractive from the standpoints of color, texture, flavor, and temperature.
- Give small servings and allow second servings if desired.
- Permit children to make some food.



choices, and recognize when their food needs have been satisfied.

- Use new foods frequently, but introduce them one at a time with familiar foods, and have only "taste-size" portions until the children accept the food. Snack time is a good time to taste-test new foods.
- Temperature extremes are unpleasant to most young children. Usually a child does not object to lukewarm food. Beverages are often more pleasing to a child when served at room temperature, rather than ice cold or piping hot.
- Deemphasize the "clean plate" idea. Children may rebel if you force them to eat unwanted food. Children may learn to overeat if they are told too often to finish their meals.
- Do not let children use food to gain attention—for example, if they refuse to eat or make special demands.

Nutrition education

Nutrition education should prepare children to make the correct choices of food. Children should start learning about nutrition when they are young.

During this period, a young child can develop positive attitudes toward food, learn to accept a wide variety of foods, and appreciate the pleasurable experiences eating provides. You can accomplish all of this by incorporating into the child care food program educational activities that are centered around foods. It's better to establish good food habits early in life than try to change eating habits later.

Many factors must work together to make a nutrition education program successful. A primary factor is the cooperative effort of directors, teachers, food service personnel, and parents in helping children learn about food. Directors, teachers, and food service personnel should serve nutritious meals and snacks that provide an opportunity for excellent learning activities. Parents can emphasize these activities at family meal times at home. Also, parents can serve the program as volunteers, such as helping supervise a meal. At the same time they can learn a great deal to enhance family eating practices at home. In the center, you might encourage children to:

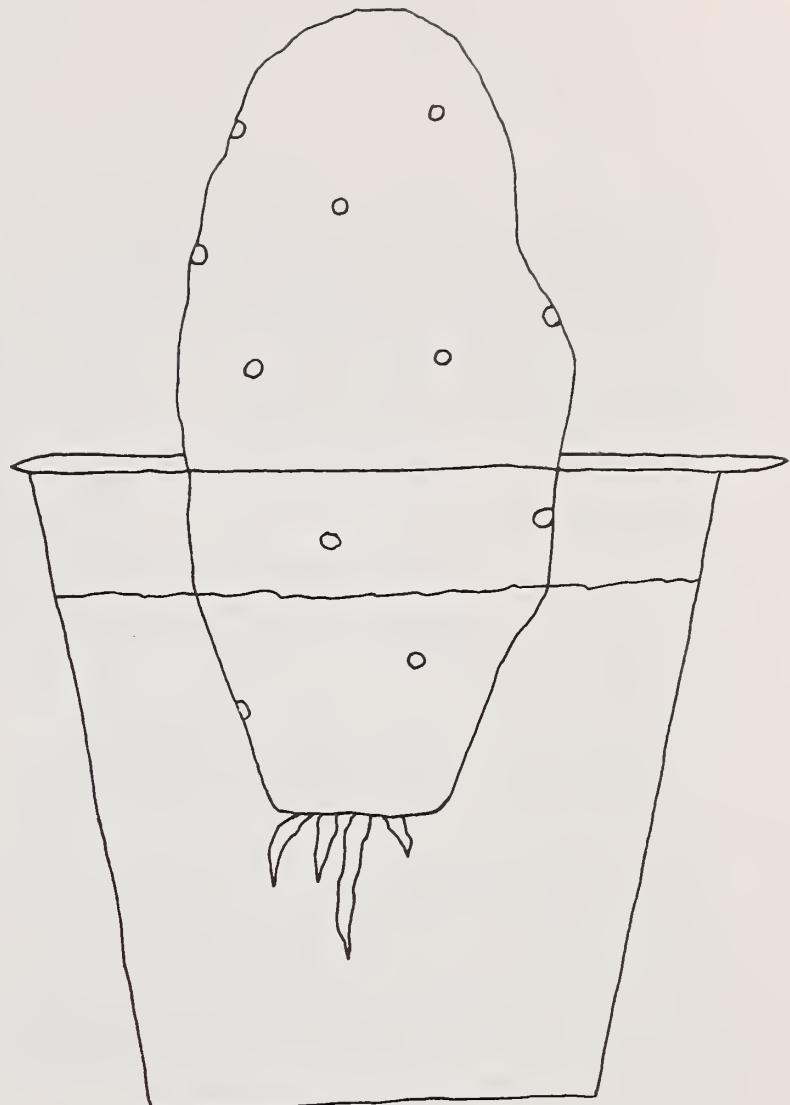
- Identify, talk about, and enjoy a wide variety of new foods, new tastes, and new dishes.
- Develop a wholesome attitude toward nutritious food and good eating habits.
- Share and socialize in group eating situations.

The teaching of nutrition is most valuable to children when you integrate it with other learning experiences. Learning is reinforced when children have an opportunity to practice what you teach them. Foods—like a golden orange, a rosy apple, or a bright-hued pepper—can be an introduction to bright new colors, different shapes, textures, and aromas.

Some nutrition education activities that children may perform in the center are:

- Squeezing oranges and drinking the juice for snacks. Roll the oranges on a hard surface, such as a table, to soften them before juicing.
- Peeling grapefruits, bananas, and tangerines. Tear and break the fruits into pieces and mix them together to make a salad for lunch. Be sure to coordinate this activity with the food service personnel.
- Growing a sweetpotato in water to show how the plant grows from the stored food in the potato.
- Celebrating a special occasion like Halloween by baking pumpkin bread or Washington's birthday by preparing a cherry cobbler.
- Measuring dried beans or colored water using real kitchen measuring cups and spoons.
- Observing changes in texture, volume, and consistency of juice as a liquid, and after you freeze it. Freeze the juice in cups to make popsicles.
- Role-playing in a supermarket setting. This could include choosing food, caring for fresh vegetables, classifying and shelving canned goods, and exchanging money tokens.
- Listening to the sounds made as celery or popcorn is eaten; identifying a variety of foods by smell, with your eyes closed; using descriptive words to tell how certain foods taste.

Children learn many things from excursions or trips to discover how food is produced, marketed, and purchased. These



trips broaden their horizons and both stimulate and satisfy their curiosity. After the trip, have the children role-play to recall what they learned. Children could begin with a visit to the center's own kitchen, and an introduction to the person who is responsible for the food preparation.

On a trip to a farm, children might:

- Observe cows being milked and discuss how the milk gets from the farm to the container in the store.
- Discuss how eggs get from the farm to the store.
- Observe vegetables and plants growing. Discuss how plants grow and produce our vegetables and fruits.

You can take other trips, which teach children more about foods, to the farmer's

Planning foods for infants

market, grocery store, dairy, and bakery.

In addition, foods may be a pleasant and interesting part of other center activities. At play, for example, you might encourage children to:

- Plant seeds which germinate quickly, such as radishes, mustard greens, and turnip greens. Soak seeds overnight to hasten germination.
- Make biscuit or yeast dough and wrap it around different types of food before cooking. Cook and eat the finished product.
- Play a matching game with foods and food pictures, such as matching eggs and chickens, green leafy vegetables and growing plants, and milk and cows.

The effectiveness of nutrition education in the classroom can be greatly enhanced if parents reinforce it at home. You should invite parents into the center to:

- Join in group meetings at which feeding the family is the subject of discussion.
- Assist with food preparation.
- Be guests or aides at mealtime.
- Share favorite family menus, recipes, special foods, and traditions of their ethnic heritage.

Doing this, parents can serve the center and at the same time learn a great deal about selecting economical foods and developing sound nutritional practices.

Because infants (birth to 1 year) are so vulnerable nutritionally, you should gear their feeding to the needs of each infant and base it on sound medical advice. Child care centers providing day care for infants should seek guidance on feeding infants from the appropriate medical authorities—the infants' doctors or pediatric nurse practitioners or the public health clinic.

Babies' first food is usually breastmilk or prepared infant formula. Infants should be fed breastmilk or formula for the first year of life.

In addition to breastmilk or formula, you should provide other foods during the first year but not until the infant is at least 4 to 6 months old. These offer additional nutrients for the larger infant. It is up to the doctor or medical authority to decide when and in what order you should offer these foods.

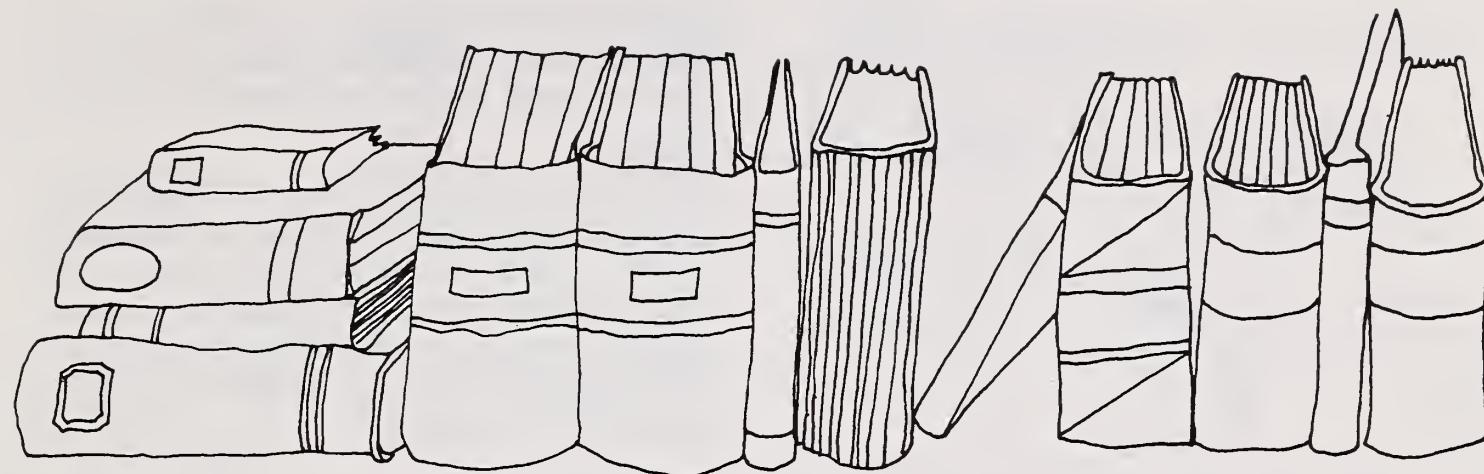
When the infant is ready to begin solid foods, offer one new food at a time and continue for 3 to 4 days before you introduce another food. Start with small servings of 1 to 2 teaspoonfuls and gradually increase the serving size to 3 to 4 tablespoons per feeding.

Introduce infant cereal first, then strained fruits, strained vegetables, and finally, strained meats. You should also introduce juices (orange or apple) one at a time, preferably from a cup.

Once babies show signs of teething, they will welcome a piece of dried bread, toast, or a teething biscuit to chew. When they have enough teeth and can chew, infants should progress to mashed or finely chopped foods to acquaint them with different textures. Do not add sugar, fat, or salt to infants' foods.

As babies become acquainted with their environment, including their food, they will want to explore it, handle it, and try to feed themselves. Encourage this as much as possible.

Information materials



Conserving the Nutritive Value in Foods. U.S. Department of Agriculture (USDA), Home and Garden Bulletin No. 90, Slightly Revised 1977. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Discovering Vegetables. USDA, FNS-127, 1975. Available from your State Agency or USDA/FNS Regional Office.

Food is More Than Just Something to Eat. Prepared by the U.S. Departments of Agriculture and Health, Education and Welfare with the Grocery Manufacturers of America and the Advertising Council, 1973. Available from Nutrition, Pueblo, Colorado 81009.

Information on Using Protein Fortified, Enriched Macaroni-Type Products in Child Nutrition Programs. USDA, 1974. Available from your State Agency or USDA/FNS Regional Office.

Information on Using Textured Vegetable Protein in Child Feeding Programs. USDA, 1971. Available from your State Agency or USDA/FNS Regional Office.

The "Whats, Whys, and Hows" of Cheese Alternate Products. USDA. Available from your State Agency or USDA/FNS Regional Office.

Growing Up With Breakfast. Kellogg Co. Available from Kellogg Company, Department of Home Economics Services, 235 Porter Street, Battle Creek, Michigan 49016.

Quantity Recipes for Child Care Centers. USDA, FNS-86, Slightly Revised 1979. Available from your State Agency or USDA/FNS Regional Office.

Buying Food. Prepared by Science and Education Administration, Revised July 1978. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

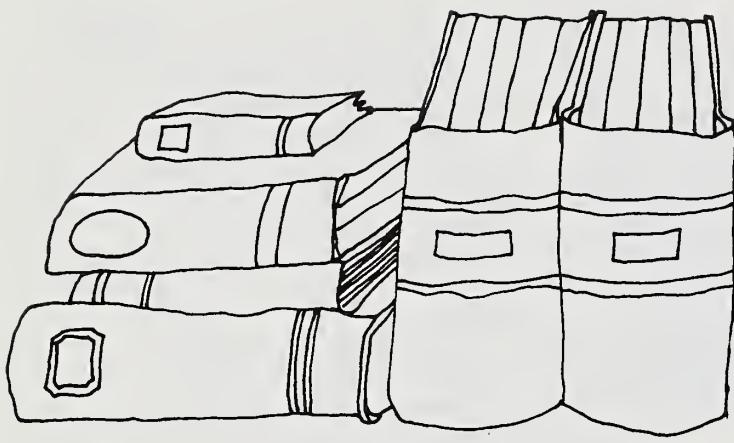
Fun With Good Foods. USDA, PA-1204. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A Menu Planning Guide for School Food Service. USDA. PA-1260. Revised 1980. Available from your State Agency or USDA/FNS Regional Office.

Food Buying Guide for Child Care Centers. USDA, FNS-108, Slightly Revised 1979. Available from your State Agency or USDA/FNS Regional Office.

Food Service Equipment Guide for Child Care Institutions. PA-1264, Revised 1980. Available from your State Agency or USDA/FNS Regional Office.

Menu planning worksheets



For additional audio visual and print materials related to food service and nutrition education for children, contact the Food and Nutrition Information and Educational Materials Center (FNIC).

You may phone, write, or request materials in person. Allow ample time for delivery. You can borrow most print materials for 1 month. You can borrow nonprint media (films, slides, etc.) for 2 weeks only. The center can loan no more than three copies at any one time to one person. The center keeps a mailing list for people who are interested in obtaining FNIC's catalogs. Mail address:

The Food and Nutrition Information
and Educational Materials Center
National Agricultural Library, Room 304
Beltsville, Maryland 20705

Telephone: (301) 344-3719
(24-hour telephone monitor)

Office Hours: 8:00-4:30 Monday-Friday
Street Address: 10301 Baltimore Boulevard
Beltsville, Maryland 20705

STEPS FOR USING DAILY MENU PLANNING WORKSHEET FOR CHILD CARE FOOD PROGRAM

Column 1

Enter date of meal service. The meal patterns are listed for Breakfast, A.M. Snack, Lunch, P.M. Snack, and Supper. Note that two of the four food components must be used in the A.M. or P.M. Snack. You may not serve juice when you serve milk as the only other component.

Column 2

Menu—Plan menus for each meal that you serve using the guide on page 5. Plan menus in advance. USDA recommends planning 2 weeks to a month ahead of the time you serve the meals. First, plan a week's menus on a Weekly Menu Planning Worksheet. Then plan the details on a Daily Planning Worksheet. If you need a recipe for a menu item, record the name and/or number of the recipe along with the menu item (see sample).

Column 3

Size of Serving—use the guide on page 5 to determine the size of serving for the appropriate age group. The portions used in the example are for children 3 to 6 years of age.

Column 4

Number To Be Served—Determine the number that you will serve based on average daily attendance.

Column 5

Food Items Used—List each food item that contributes to meal requirements as listed in Column 1.

Column 6

Amounts Used—Indicate the amount of each food item (listed in Column 5) that you use to prepare each meal. Refer to FNS-108 "Food Buying Guide for Child Care Centers" to determine how much food you need to buy to meet USDA requirements.

**Daily menu planning worksheet
(sample)**

(1) <u>Date</u> <u>Meal Pattern</u>	(2) Menu	(3) Size of Serving	(4) Number To Be Served	(5) Food Items Used	(6) Amounts Used
BREAKFAST					
Milk, fluid	Milk	3/4 cup	25	Milk	1.2 gal.
Juice or fruit or vegetable	Applesauce	1/2 cup		Applesauce	4 cans (#2-1/2 size)
Bread or bread alternate (including cereal)	Cinnamon toast	1/2 slice		Bread	.8 lb.
Other foods					
A.M. SNACK (Select two of these four components)					
Milk, fluid					
Juice or fruit or vegetable	Orange juice	1/2 cup	25	Frozen concentrate orange juice	2.2 cans (12 fl. oz. size)
Bread or bread alternate (including cereal)	Muffin-1/2 (USDA recipe, cardfile B-6)	1 small muffin		Muffin	25 muffins
Meat or meat alternate					
LUNCH					
Milk, fluid	Milk	3/4 cup	25	Milk	1.2 gal.
Meat or meat alternate	Meat loaf (See State Agency recipe)	1 slice (1-1/2 oz.) meat		Ground beef	3.4 lb.
Vegetables and/or fruits (two or more)	Green beans	1/4 cup		Green beans	2 cans (#2-1/2 size)
	Mashed potatoes- 1/2 recipe (USDA recipe, cardfile H-5)	1/4 cup		Potato granules Tomato sauce	1-1/3 cups 1 can (16 oz. size)
Bread or bread alternate	Bread	1/2 slice		Bread	.8 lb.
Other foods	Ice cream	1 scoop		Ice cream	1/2 gal.
P.M. SNACK (Select two of these four components)					
Milk, fluid	Milk	1/2 cup	25	Milk	.8 gal.
Juice or fruit or vegetable					
Bread or bread alternate (including cereal)	Crackers w/peanut butter	4 crackers		Crackers	1 box (1 lb. size)
Meat or meat alternate					
SUPPER					
Milk, fluid					
Meat or meat alternate					
Vegetables and/or fruits (two or more)				(In this example, no supper is served at the center.)	
Bread or bread alternate					
Other foods					

Daily menu planning worksheet

(1)	(2)	(3)
Date _____ Meal Pattern	Menu	Size of Serving
BREAKFAST Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Other foods		
A.M. SNACK (Select two of these four components) Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Meat or meat alternate		
LUNCH Milk, fluid Meat or meat alternate Vegetables and/or fruits (two or more) Bread or bread alternate Other foods		
P.M. SNACK (Select two of these four components) Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Meat or meat alternate		
SUPPER Milk, fluid Meat or meat alternate Vegetables and/or fruits (two or more) Bread or bread alternate Other foods		

(4)	(5)	(6)
Number To Be Served	Food Items Used	Amount Used

Weekly menu planning worksheet

Week of _____

Pattern	Monday	Tuesday
BREAKFAST Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Other foods		
A.M. SNACK (Select two of these four components) Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Meat or meat alternate		
LUNCH Milk, fluid Meat or meat alternate Vegetables and/or fruits (two or more) Bread or bread alternate Other foods		
P.M. SNACK (Select two of these four components) Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Meat or meat alternate		
SUPPER Milk, fluid Meat or meat alternate Vegetables and/or fruits (two or more) Bread or bread alternate Other foods		

Wednesday	Thursday	Friday

Menu evaluation checklist

1. Have you included all components of the meal?
2. Are serving sizes sufficient to provide young children the required quantity of:
Meat and/or meat alternate?
Two or more vegetables and/or fruits?
Enriched or whole-grain bread or an equivalent?
Fluid milk?
3. Have you planned serving sizes?
4. Have you included other foods to help meet the nutritional needs of young children and to satisfy their appetites?
5. Are the combinations of foods pleasing and acceptable to children?
6. Do meals include a good balance of:
Color—in the foods themselves or as a garnish?
Texture—soft, crisp, firm-textured?
Shape—different-sized pieces and shapes of foods?
Flavor—bland and tart or mild and strong flavored foods?
Temperature—hot and cold foods?
7. Are most of the foods and food combinations ones that children have learned to eat?
8. Have you considered children's cultural and ethnic food practices?
9. Are foods varied from day to day, week to week?
10. Have you included different kinds or forms of foods (fresh, canned, dried)?
11. Have you included seasonal foods?

Notes

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